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ABSTRACT

This document is intended to be a self-evaluation tool to assist Colorado early childhood programs in working toward quality services. Eleven sections provide rating criteria on: (1) interaction among staff and children; (2) curriculum; (3) family-staff partnership; (4) staff qualifications and development; (5) administration; (6) staffing patterns; (7) the role and function of the teaching team; (8) physical environment; (9) health and safety; (10) nutrition and food service; and (11) program evaluation. Each criterion is rated on a three-point quality scale (needs improvement, satisfactory, strength), a three-point status scale (current goal, emerging, in place), and a two-point needs scale (technical assistance or resources). An appendix provides information on Colorado's comprehensive training plan for early childhood care and education, professional standards development, a list of resource groups and publication, and a list of relevant definitions. (MDM)

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Quality Standards for Early Childhood Care and Education Services

A Planning Document

November 1994

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The *Quality Standards for Early Childhood Care and Education Services* are available for purchase to interested parties outside of Colorado for the price of $25.00. Please direct all inquiries to:

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Acknowledgements

This document is based on the National Association for the Education of Young Children's (NAEYC) Developmentally Appropriate Practice, Birth-8 and Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs.

In an effort to incorporate their best practices, we also consulted with:

- *Guiding Principles and Best Practices: What to Look for in a Developmentally Appropriate Classroom*, Oregon Department of Education
- *Working for Student Success: A Self-study Document for Kindergarten through Third Grade*, Cherry Creek Schools, Denver, Colorado
- *Early Childhood Standards of Quality for Pre-Kindergarten through Second Grade*, Michigan Department of Education
- *A Curriculum for All Young Children: The EC--SPEED Curriculum Guide*, Ohio Department of Education
- *Head Start Performance Standards*
- Child Care Credential
- *Association Montessori Internationale*
- American Montessori Society.

The material has been edited, adapted, and expanded to address the values and priorities of Colorado's young children and families. We gratefully acknowledge NAEYC's encouragement in the development of these standards. This process resulted in enhancements in several areas, including:

- Family-centered services
- Community collaboration with children
- Diversity
- Transition
- Roles and function of teaching team
- Extension of standards through age eight.

The Colorado Department of Education would like to acknowledge **Susan M. Thornton** for her hard work in writing and editing the original Quality Standards for Early Childhood Care and Education Services document.

INTRODUCTION

Quality Standards for Early Childhood Care and Education Services reflects the values of parents, educators, administrators, and policy-makers across the state who are striving for the best possible education and care for our young children. Considerable input has been obtained in writing this document, and additional input has been sought during a "field-test" period from 1992-1994.

This is a working document that will guide early childhood care and education programs in their movement toward quality services for all young children. It will be revised and improved based on feedback from families and others working with young children.

Development Process

The *Quality Standards* were developed during a process that spanned more than four years.

During 1990 representatives working with several preschool programs within the Colorado Department of Education (CDE) met together to discuss early childhood program collaboration. These programs included Chapter 1 (has been funding preschool services in Colorado since 1965), the Colorado Preschool Program (first established by the Colorado state legislature in 1988), Special Education (has had federal funding for preschool services since 1976), and Migrant Education. Discussions led to the development of the *Position Paper for Collaborative Preschool Services* which was adopted by the State Board of Education on August 8, 1991, and which reflects the Department's commitment to establishing consistent expectations and quality across all early childhood programs.

In January of 1991, the Colorado General Assembly mandated that school districts provide special education services for all eligible three- and four-year olds. Responding to that mandate, CDE organized a two-day, working retreat in July of that year. It brought together people from a wide range of perspectives to brainstorm and identify what "best practices" should be for preschool special education programs. The retreat included parents, private providers, and directors of special education. Representatives were also present from the Colorado Department of Health, the Colorado Department of Social Services (CDSS), the Colorado Department of Institutions, and Head Start. There were representatives of Chapter 1 Programs, the Colorado Preschool Program, Special Education, and the Migrant Education Program.

The Colorado State Board of Education *Position Statement*, adopted in August of 1991, guides CDE's continuing initiative for collaborative early childhood services. This statement was one of the important foundations on which the *Quality Standards* were built. It recognizes the crucial importance of partnerships between early childhood programs and families, supports a quality learning environment for the total child, and encourages the effective and efficient use of public and private resources to meet children's needs.

The statement's emphasis on collaboration led CDE to form an Early Childhood Leadership Team made up of representatives from all of the early childhood programs within the Department. This team now includes persons from the Colorado Preschool Program, Even Start, Chapter 1, Special Education, Migrant Education, Head Start-State Collaboration Project and the Child Care and Development Block Grant, as well as a representative from the Office Of Child Care Services in the Department Of Human Services.

In 1992, the state legislature reauthorized the Colorado Preschool Program and removed the "pilot" status from the Program. It included provisions to require that the program adopt nationally recognized standards and to insure that funded sites meet the licensure requirements of the Colorado Department of Social Services, now the Colorado Department of Human Services (CDHS). In addition, one of the goals of the Colorado 2000 initiative states that all children in Colorado begin school ready to learn, and that children receive early services that support this goal.

In response to these policy decisions, CDE and CDHS launched a collaborative initiative to ensure that all early childhood care and education programs funded by CDE meet a consistent set of standards.

The joint CDE/CDHS initiative states that all CDE-funded early childhood programs will:

- be licensed by CDHS
- meet criteria established in the *Quality Standards for Early Childhood Care and Education Services*
- be encouraged to become accredited by the National Association for the Education of Young Children (NAEYC) or other nationally recognized accrediting organizations.

The initiative further states that training, technical assistance, and financial incentives will be provided to local education agencies to help them meet these three objectives.

The timeline for action adopted by CDE and CDHS follows:

- During the 1992-93 school year, all funded sites will apply for licensing from CDHS.
- CDHS will review all applications and grant licenses by August 1, 1993.
- Programs using the draft *Quality Standards* will provide feedback to CDE during 1993-94.
- The *Quality Standards* will be revised based on this feedback and distributed in final form through Regional Training Workshops.
- By the year 2000, all school districts and community sites receiving CDE funding for early childhood services will meet the *Quality Standards*, and all sites that SO choose will have received nationally recognized accreditation.

In March of 1992, the Statewide Advisory Council on the Care and Education of Young Children was established, which included parents, advocates, service providers and administrators working in early childhood programs across the state and state level policy makers. One of the first tasks of the Council was to review the *Quality Standards* document to ensure that the persons most directly affected by them were actively involved in their development.

A task force of this advisory council and the Leadership Team from CDE merged the "best practices" for early childhood special education programs and the highly respected standards developed by the National Association for the Education of Young Children (NAEYC). The standards committee also incorporated concepts from other recognized standards documents.

In September of 1992, a statewide teleconference was held that involved CDE and CDHS staff, the State Board of Education, the Office of the Governor and local service providers. A panel discussion about licensing requirements and the *Quality Standards* was held followed by a period of questions and answers via telephone linkages with the teleconference observation sites.

CDE and the Division of Child Care in CDHS will continue to work closely with the Governor's Early Childhood Professional Standards Committee as they work on a proposal for a system of early childhood professional development. The section of these standards that addresses staff qualifications and staff development reflects findings and recommendations of the Committee.

Use of the Quality Standards

The *Quality Standards* document is intended to be a planning tool to assist programs working toward quality services. It is a self-evaluation guide to help programs document those standards that they have achieved and those they are seeking to meet. This process will also provide information regarding training, technical assistance needs, and other resource needs. As part of CDE's review process programs will be expected to demonstrate that they are using the document for program development and staff development planning.

The Need for Community Feedback

The best thoughts and ideas of many individuals and agencies have resulted in the *Quality Standards* document. As noted previously, this is a working document which will be updated regularly. It is essential that feedback be received from parents, service providers and administrators across the state if the document is to remain relevant and useful for all programs.

A Plea for Community Collaboration

The time is past when any program or agency can operate in isolation. Mounting social problems and lack of resources make it essential that the people of Colorado restructure programs to make them as productive as possible. In addition, it is becoming increasingly clear that for an early childhood care and education program to be effective, strong family and community involvement are essential.

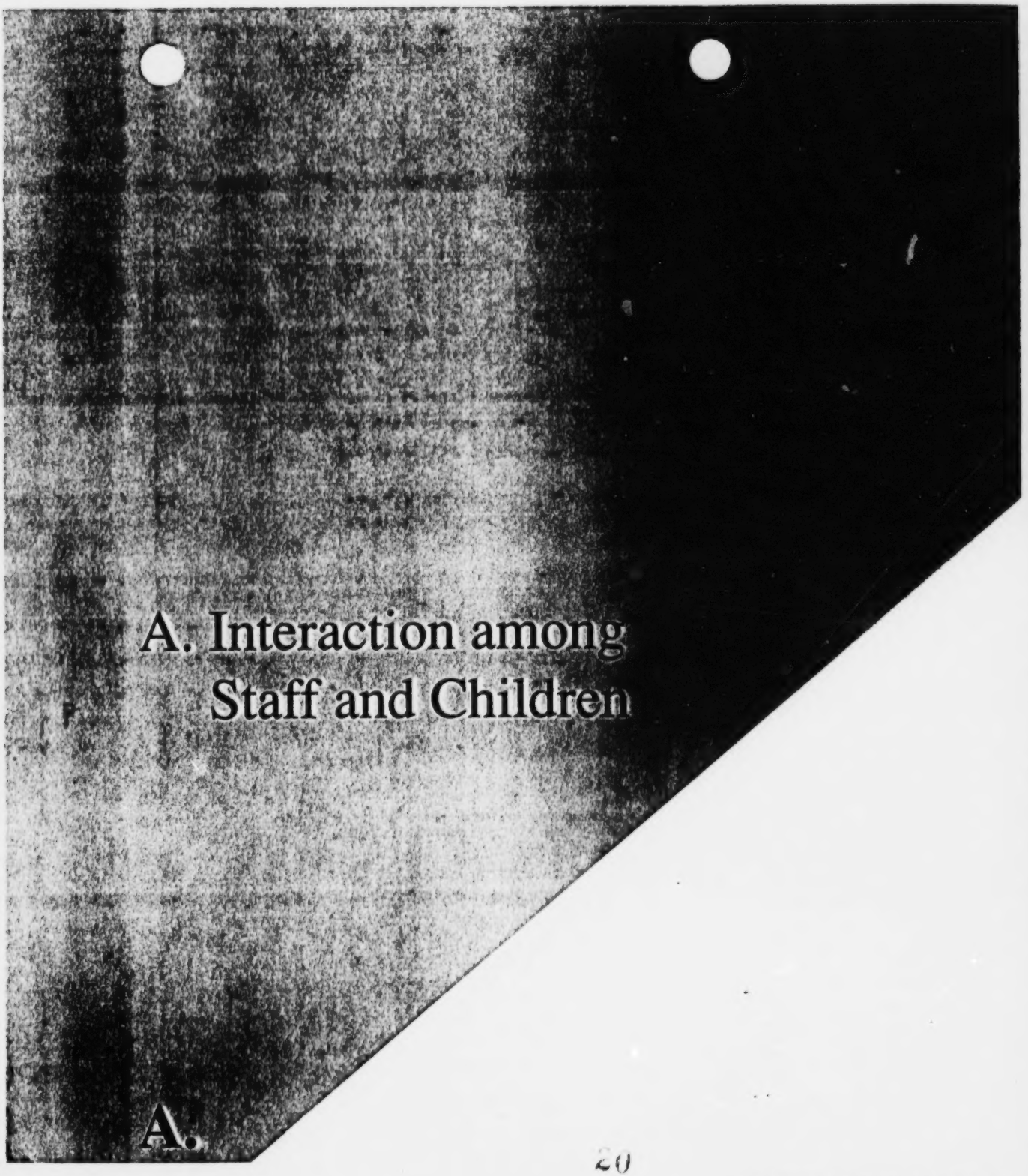
Restructuring programs, however, may not be easy, for there is a long history of competition among providers. Sharon Lynn Kagan, writing in *The Care and Education of America's Young Children: Obstacles and Opportunities*, described the numerous separate children's programs that have been developed with little recognition of the whole. "It is akin to strengthening an umbrella by randomly adding spokes, but lacks the fabric of coordination," she says.

Kagan notes, however, that changes in both theoretic and practical paradigms have shifted, and these offer hope that the profession can move from well-intentioned piecemeal programs to high-quality, comprehensive services. New commitments to serve the whole child in the context of the family and the community, she writes, require that services and policies be integrated.

CDE, CDHS, and many others seeking to restructure Colorado's early childhood systems share Kagan's vision for programs that offer comprehensive services for all children no matter how those services are funded. In particular, CDE and CDHS have worked with parents, administrators, providers, and other state programs to develop these *Quality Standards*. The process has modeled the kind of collaborative, interagency and interdisciplinary effort we hope communities will undertake to make the best use of their local resources and talents. It is essential that everyone involved work together to achieve the best possible care and education for the families and young children of Colorado.

Table of Contents

A. Interaction among Staff and Children	Communication; diversity; encourage independence in all areas of development; positive behavior; group atmosphere; problem solving; modeling positive interaction.
B. Curriculum	Philosophy and goals; individualization; environment, schedule and activities; materials; positive self-concept; social skills; think, reason, question and experiment; problem solving, language development ; physical development; arts; cultural diversity; choice; transitions between activities.
C. Family/Staff Partnership	Information to parents; family-centered process; valuing parents as partners; advisory council; ongoing communication between families and staff.
D. Staff Qualifications and Development	Quality of staff; staff development and training; valuing of teacher assistants; volunteers; orientation of new staff; career development/professional development task force.
E. Administration	Program evaluation; policies and procedures of program operation; transportation; confidentiality; transitions for children entering and leaving the program; community and interagency participation.
F. Staffing Patterns	Group make-up and ratios; continuity.
G. The Role and Function of the Teaching Team	Materials; curriculum; social interaction with adults and other children; communication with children and families; developmental observation and assessment.
H. Physical Environment	Indoor and outdoor space; variety of appropriate materials and equipment; a child's personal space.
I. Health and Safety	Commitment to prevention; record-keeping; policies; medications; child abuse; medical emergencies; cleanliness of physical environment.
J. Nutrition and Food Service	Meal and snack planning; mealtime atmosphere; food preparation.
K. Evaluation	Program evaluation; involvement of staff; involvement of families; use of evaluation information.
L. Appendices	Colorado's Comprehensive Training Plan for Early Childhood Care and Education; Professional Standards; Resources; Definitions



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A. Interactions among Staff and Children

GOAL: Interactions between children and staff provide opportunities for children to develop an understanding of self and others and are characterized by warmth, personal respect, individuality, positive support, and responsiveness. Staff facilitate interactions among children to provide opportunities for development of self-esteem, social competence, and intellectual growth.

RATIONALE: All areas of young children's development -- social, emotional, cognitive, and physical -- are integrated. Optimal development in all areas derives from positive, supportive, individualized relationships with adults. Young children also develop socially, emotionally, and intellectually through peer interaction.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-1. Staff interact frequently with children showing affection and respect.									
☐ Staff interact nonverbally by smiling, touching, holding.									
☐ Staff talk with individual children during routines (arriving/departing, eating) and other activities.									
☐ Staff respectfully provide privacy in matters of personal hygiene and care.									
☐ Staff give children adequate time to respond.									
☐ Staff see and encourage humor.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-2. Staff are responsive to children.									
☐ Staff quickly comfort infants in distress.									
☐ Staff reassure crying toddlers and listen to children with attention and respect.									
☐ Staff listen and respond to children's questions and requests.									

A. Interactions among Staff and Children
Continued

A-2. Continued	EVALUATION: Needs Improvement	EVALUATION: Satisfactory	EVALUATION: Strength	STATUS: Goal For The Year	STATUS: Emerging	STATUS: In Place	NEED: Tech Assist	NEED: Resource	NOTES/COMMENTS
☐ Staff listen to children with attention and respect.									
☐ Staff identify and nurture personal capacities to solve problems, evaluate choices, make decisions and take risks.									

A-3. **Staff converse frequently with children.**	EVALUATION: Needs Improvement	EVALUATION: Satisfactory	EVALUATION: Strength	STATUS: Goal For The Year	STATUS: Emerging	STATUS: In Place	NEED: Tech Assist	NEED: Resource	NOTES/COMMENTS

A-3a. **Staff speak with children in a friendly, courteous manner.**	EVALUATION: Needs Improvement	EVALUATION: Satisfactory	EVALUATION: Strength	STATUS: Goal For The Year	STATUS: Emerging	STATUS: In Place	NEED: Tech Assist	NEED: Resource	NOTES/COMMENTS
☐ Staff speak with individual children often.									
☐ Staff speak with children at their eye level.									
☐ Staff call children by name.									
☐ Staff are not only aware of, but also show interest in, children's activities outside of the ECCE setting (e.g., sports, scouts, brownies).									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-3b. Staff talk with individual children, and encourage children of all ages to use language.									
For example: Staff repeat infants' sounds, talk about things toddlers see, help two-year-olds name things, ask preschoolers open-ended questions, provide opportunities for primary students to talk about their day.									
☐ Staff respect a child's method and style of communication, which could include:									
- gestures and jargon,									
- sign language,									
- computer-enhanced learning,									
- other assistive devices,									
- other forms of non-verbal language, and									
- native language.									
☐ Staff demonstrate the ability to effectively communicate with all children.									
☐ Staff facilitate child-to-child communication among all children.									
☐ Staff ask open-ended questions.									
☐ Staff provide opportunities and time each day for conversations based on the child's interest.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-4. Staff initiate activities and discussions to build positive self-identity and to teach the value of differences.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-4a. Staff treat children of all races, religions, cultures, and abilities equally, with respect and consideration.									
☐ Staff integrate activities related to ethnicity, religion, and culture on a daily basis, not just on holidays or special occasions.									
☐ Staff point out contributions of ethnic groups, particularly groups represented by children in the setting.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-4b. Staff provide children of both sexes with equal opportunities to take part in all activities.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-4c. Staff provide equal educational opportunities for children from families who are homeless and for children whose families are migrant and seasonal workers.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-5. Staff encourage independence in children through appropriate age and developmental choices.									
☐ Staff encourage children to keep track of their own work and to acquire self-help skills.									
For example: Infants: finger-feeding self. Toddlers: washing hands, selecting own materials. Threes and fours: dressing, picking up materials. Fives: setting table, cleaning, acquiring self-help skills. Primary students: performing responsible jobs, participating in community activities.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-6. Staff use positive techniques of guidance.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-6a. Staff use positive approaches to help children behave responsibly using:									
☐ Redirection.									
☐ Planning ahead to prevent problems.									
☐ Positive reinforcement and encouragement specific to task.									
☐ Consistent, clear rules explained to younger children, and discussed and designed by older children and staff together.									
☐ Natural, logical, and fair consequences.									
☐ Appropriate behavior modeling.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-6b. Staff do *not* use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-7. Overall atmosphere of group is pleasant most of the time.									
For example: Happy laughter, excitement, busy activity, relaxed talking are noticeable. Adult voices do not dominate. Children are not required to spend large blocks of time sitting and working quietly. Adults allow children latitude to solve own problems.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8. Staff assist children to identify and effectively deal with their emotions.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8a. Staff recognize and accept a range of emotions expressed by children, e.g., anger, sadness, happiness.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8b. Staff encourage children to express a variety of emotions.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8c. Staff acknowledge and model for children expressions of feeling (e.g., You look sad. How are you feeling? You sound angry. I don't think so).									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8d. Staff help children deal with anger, sadness, and frustration in constructive ways.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-8e. Children are generally comfortable, relaxed, happy, and involved in play and other activities.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-9. Staff encourage pro-social behaviors in children such as cooperating, helping, taking turns, talking to solve problems.									
☐ Adults model the desired behaviors.									
☐ Adults encourage prosocial behaviors.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-10. Staff expectations of children's social behavior are developmentally appropriate.									
For example: A variety of similar equipment is available so toddlers are not forced to share too often. Preschoolers are encouraged to cooperate in small groups. Primary students have opportunities to participate in group games, cooperative learning, and partner activities, or to work or play alone.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-11. Children are encouraged to talk about feelings and ideas instead of solving problems with force.									
For example: Adults supply appropriate words for infants and toddlers to help them learn ways to get along in a group. Adults discuss alternative solutions with children two years and older and help them see the consequences of each alternative.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-12. Staff provide a variety of opportunities, assistance, and modeling to encourage child-to-child interaction.									
For example: Adults teach children to use alternative communication methods with peers.									

A. Interactions among Staff and Children
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-13. Staff build on children's internal motivation to help them make sense of the world and acquire competence.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
A-14. Staff encourage and exhibit a spirit of inventiveness, curiosity, and ingenuity.									

B. Curriculum

B.

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B. Curriculum

GOAL: The curriculum encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, and to pursue their own interests in the context of life in the community and the world.

RATIONALE: The curriculum is not just the goals of the program and the planned activities but also the daily schedule, the availability and use of materials, transitions between activities, and the way in which routine tasks of living are implemented. Criteria for curriculum implementation reflect environment and concrete experiences that contribute to concept development.

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-1.	**The program has a written statement of its philosophy and goals.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-1a.	**The program has a long-range, written curriculum plan that reflects the program's philosophy and goals for children.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-1b.	**All aspects of the curriculum are responsive to family, community, cultural, and personal diversity.**									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-1c. Curriculum is a team responsibility.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-2. Staff and families plan learning activities for children based on assessment of individual needs and interests.									
☐ A variety of assessment data is gathered, e.g., classroom observation, child's progress, parental input, staff's summary of child's developmental level.									
☐ Each child has an individualized learning plan developed by a collaborative team which includes teaching staff, family members, specialists, and/or others requested by the family or program.									
☐ The individualized learning plan addresses priorities applicable to the child's total day across settings, such as home, neighborhood school, community preschool, child care center, or other community setting.									
☐ A program-specific individualized learning plan is completed for each child in the program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-3. When necessary, modifications are made in the environment, schedule, and activities to meet a child's special needs.									
For example: Indoor and outdoor environments are accessible to children with special needs, including ramps, and bathroom and playground access as needed. Schedule is modified as needed, such as provision of a shorter day or alternative activities. Program is modified as needed, such as provision of special materials and equipment, use of supportive services, and individualization of activity.									
☐ Families are provided an array of options for services and supports.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-4. The program has a daily written schedule.									

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B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-4a. The schedule provides a balance of activities in the following dimensions:									
☐ **Indoor/outdoor**									
☐ **Quiet/active**									
☐ **Individual/small group/large group**									
☐ **Large muscle/small muscle**									
☐ **Child-initiated/staff-initiated.**									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-4b. Daily plans and activities reflect children's specific needs as outlined by individual learning plans.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-5. Developmentally appropriate materials and equipment are available for all children 0-8 years of age.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-5a. Multi-racial, non-sexist, non-stereotyping pictures, dolls, books, and materials are used.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-5b. Developmentally appropriate materials and equipment are available for *infants*.									
☐ Rattles, squeak toys, music.									
☐ Cuddly toys.									
☐ Teething toys.									
☐ Mobiles, unbreakable mirrors, bright objects, pictures.									
☐ Crawling area, sturdy furniture to pull self up.									
☐ Cause and effect materials.									
☐ Gross motor equipment (e.g., slides, tunnels).									
☐ Toys large enough to prevent swallowing or choking.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-5c. Developmentally appropriate materials and equipment are available for *toddlers*.									
☐ Push and pull toys.									
☐ Stacking toys, large wooden spools/beads/cubes.									
☐ Sturdy picture books, music.									
☐ Pounding bench, simple puzzles.									
☐ Telephones, dolls, creative toys.									
☐ Large paper, crayons.									
☐ Sturdy furniture to hold on to while walking.									
☐ Sand and water equipment.									
☐ Toys large enough to prevent swallowing or choking.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-5d. Developmentally appropriate materials and equipment are available for *preschoolers*.									
☐ Active play equipment for climbing and balancing.									
☐ Unit blocks and accessories.									
☐ Puzzles and manipulative materials.									
☐ Picture books, records, tapes, CDs, and musical instruments.									
☐ Art materials such as finger and tempera paints, a variety of brushes, crayons, scissors, paste, paper in different sizes and textures, glue, and collage materials.									

B-5d. Continued	EVALUATION: Needs Improvement	EVALUATION: Satisfactory	EVALUATION: Strength	STATUS: Goal For The Year	STATUS: Emerging	STATUS: In Place	NEED: Tech Assist	NEED: Resource	NOTES/COMMENTS
☐ Dramatic play materials such as dolls, dress-up clothes and props, child-sized furniture, puppets.									
☐ Sand and water equipment.									
☐ Consumable learning materials such as shaving cream and other ingredients.									

B-5e. **Developmentally appropriate materials and equipment are available for *primary students.***	EVALUATION: Needs Improvement	EVALUATION: Satisfactory	EVALUATION: Strength	STATUS: Goal For The Year	STATUS: Emerging	STATUS: In Place	NEED: Tech Assist	NEED: Resource	NOTES/COMMENTS
☐ Active play equipment and materials such as bats and balls for organized games.									
☐ Construction materials for woodworking, blocks.									
☐ Materials for art and science projects.									
☐ Materials for dramatics and cooking.									
☐ Books, records, musical instruments.									
☐ Board and card games.									
☐ Math manipulatives.									
☐ Blocks and map-making props.									
☐ Literature selections as well as reference materials.									
☐ Writing materials and tools.									

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B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-6. The program uses media, such as television, films, and videotapes as follows:									
☐ Viewing is limited to developmentally appropriate programming that has been previewed by adults prior to use.									
☐ Another option for activity is always available.									
☐ No child is required to view the program.									
☐ Staff discuss what is viewed with children to develop critical viewing skills.									
☐ Media are used as special events, rather than as regular, daily routines.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7. Staff provide a variety of developmentally appropriate, hands-on activities for children to achieve the following goals: *(Rate each goal separately considering the examples related to the age group being observed.)*									
☐ Activities should extend the thinking of children beyond specific facts or closed-ended products.									
☐ Activities should be free of pre-made examples or models that inhibit the child's motivation to create products different than the displayed model.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7. Continued									
☐ Activities should be developed from a wide variety of materials/media so that children can demonstrate a unique approach.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7a. Staff foster positive self-concept in children.									

For example:

Infants/younger toddlers
Hold, pat and touch babies for comfort and stimulation.
Talk and sing to babies.
Imitate each baby's actions and sounds.
Play mirror games, label facial features and body parts.
Allow infants to feed themselves when ready.
Encourage and support each baby's developmental achievements such as pulling up self.

Older toddlers/preschoolers
Allow time for children to talk about what they see, do, and like.
Use children's names frequently in songs, games.
Display children's work and photos of children.
Encourage children to draw pictures, tell stories about self and family.

Primary students
Provide opportunities to express growing independence/self-reliance such as the ability to make positive choices, initiate own activities.
Allow opportunities to work or play alone.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7b. Staff help children develop social skills.									

For example:

Infants/younger toddlers
Hold, pat, and touch babies.
Talk to, sing to, and play with each baby on a one-to-one basis.
Respond to and expand on cues coming from child.
Interpret younger toddlers' actions to other children to help them get along in the group (e.g., "Mary had it first").

Older toddlers/preschoolers
Assist toddlers in social interaction.
Create space and time for small groups of children to build blocks together or enjoy dramatic play.
Provide opportunities for sharing, caring, and helping, such as making cards for a sick child or caring for pets.

Primary students
Arrange planned and spontaneous activities in team sports, group games, interest clubs, board and card games.
Allow time to sit and talk with peer or adult.

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7c. Staff encourage children to think, reason, question, and experiment.									

For example:

Infants/younger toddlers
Provide a stimulating, safe environment in which infants and toddlers can explore and manipulate.
Provide pictures, mobiles, brightly colored objects for babies to look at, reach for, and grasp.
Play naming and hiding games such as peek-a-boo, pat-a-cake.
Provide rattles, squeak toys, and other noise-making objects for babies to hear.
Move or carry around non-crawling infants so they can see different things and people.
Utilize the outdoors as a learning environment, by taking daily walks and using language to comment on additions, changes, and the weather.

Older toddlers/preschoolers
Plan activities for labeling, classifying, sorting objects by shape, color, and size.
Discuss daily and weekly routines in terms of time concepts, and season of the year.
Observe natural events such as seeds growing and the life cycle of pets.
Create opportunities to use numbers and to count objects.
Take walks around building or neighborhood.
Plan trips that integrate new learning experiences for preschoolers.
Encourage water and sand play.

Primary students
Provide activities such as cooking, money-making projects, gardening, science experiments, trips within the community, interacting with visitors, multicultural experiences, and computer projects.

B-7c. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Physical and cognitive interactions with the environment, materials, and other individuals provide children with opportunities to construct, modify, and integrate mathematical concepts.									
☐ Through a balance of content and process, children are helped to learn ways of discovering what makes things happen, and are provided with a better understanding of the world, enhancing their sense of wonder and curiosity.									
☐ Through concrete experiences that are meaningful to their lives, children develop a beginning awareness of themselves, others, and the world in which they live.									
☐ Children solve problems on a daily basis in a classroom climate that encourages and supports problem-solving efforts.									
☐ Mathematics and the scientific process are integrated into children's daily experiences (both planned and spontaneous) and into the ongoing activities of the classroom.									

B. Curriculum *Continued*

B-7c. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Staff									
- Provide children with opportunities to explore, manipulate, investigate, and discover.									
- Provide a wide variety of life science materials including live animals (e.g., fish, guinea pigs, insects), plants, and scientific tools (scales, magnifiers, magnets).									
- Encourage children to take risks and engage in trial and error learning.									
- Respond to children's questions in a way that extends the children's ideas.									
- Provide time for conversation and ask children questions that require more than a one-word answer.									
- Encourage children to comment on their observation of the natural and social world (the seeds have begun to sprout, the plant grew overnight).									
- Facilitate discussions with children in which points of view are openly shared.									
- Initially present concepts to children via concrete, hands-on materials, and provide concrete materials on an ongoing basis to reinforce concepts.									
- Use multi-sensory activities to present information to children.									

B-7c. Staff continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
- Provide experiences requiring the use of quantity-comparative terms, such as "more," "a lot," "some," "all," "same," "not as much."									
- Facilitate problem-solving situations that are real and relevant to children.									
- Provide many opportunities for children to match, estimate, create sets, and count.									
- Accept children's approximation in these areas.									
☐ Children									
- Describe, match, and sort objects.									
- Provide daily care for plants and animals.									
- Recognize, describe, copy, extend, and create patterns concretely and pictorially.									
- Generate problems that involve collecting and analyzing information.									
- Use estimation to record information to make better guesses.									
- Show an understanding of the concept of time, beginning with the recognition of time as a sequence of events.									

B. Curriculum *Continued*

B-7c. Children continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
- Record their work with numbers in a variety of formats at the concrete, pictorial, and symbolic levels.									
- Use quantity-related words within the context of their own language structure.									
- Classify and order materials, events, and phenomena according to attributes and properties.									
- Utilize discovery learning by predicting what they think will happen, test out their predictions, and evaluate the results of their experiments.									

B-7d. Staff encourage children's language development.	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	

For example:

Infants/younger toddlers
Look at simple books and pictures.
Talk to, sing to, and play with babies throughout the day.
Label objects and events.
Use action rhymes.
Encourage imitation by repeating child's gestures and attempts at words.
Play verbal games, have informal conversations.
Respond to sounds infant makes.

B. Curriculum *Continued*

B-7d. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
Older toddlers/preschoolers Read books, tell stories about experiences, talk about pictures. Provide time for conversation, ask questions that require more than one-word answers. Answer children's questions. Add more information to what child says. Label things in room, use written words with pictures and spoken language. Use flannel board, puppets, songs, finger plays. **Primary students** Provide opportunities to read books. Write and produce plays, publish newspapers, write stories and poetry. Share experiences with friends or adults. Use audio-visual equipment such as tape recorders. Make own filmstrips.									
☐ Language activities are integrated throughout daily experiences.									
☐ Activities and materials are adapted to encourage all children to use their receptive and expressive language abilities (communication boards, touch talkers, voice amplification systems, magnifiers, word processors).									
☐ Children's literature including poetry, nursery rhymes, and folk tales, is used often for enjoyment as well as to supplement children's real life experiences related to curricular topics.									
☐ Staff provide children with a variety of ways to read, write, listen, and speak related to their interests and abilities.									

B-7d. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Children's names are a focal point of daily print used in activities with older preschoolers and kindergarteners.									
☐ Oral language activities and playful language such as chants, poems, nursery rhymes, and songs are a regular part of the program.									
☐ Children share stories on a regular basis including repetition of old favorites and new material in small groups, at listening centers, with older children, and with adults.									
☐ Older children read on their own as well as being read to on a daily basis.									
☐ Skill work done in reading/writing is always related to the whole context of the children's writing or the story used.									
☐ Sample activities might include: language experience stories, taped stories, film/filmstrips, creative drama, picture stories, cooking activities, and flannel board activities.									

B-7d. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Staff									
- Demonstrate the relationship between the written and spoken word daily by reading to children, taking children's dictation, labeling natural objects, and helping children write their own phrases.									
- Use appropriate written symbols while working with children.									
- Write out children's ideas, thus relating the spoken word to the written word (e.g., descriptions of work, titles of drawings).									
- Provide a variety of interesting activities for children other than workbooks to develop language, listening, and reading ability.									
- Introduce a variety of literary forms such as storybooks, poems, big books, newspapers, magazines, catalogues, and signs.									
- Encourage and praise children's attempts at using written/symbolic language for the spoken word.									
☐ Children									
- Use written and/or illustrative forms of language to express themselves.									
- Invent spellings to represent spoken words.									
- Dictate stories or statements to adults.									
- Interpret written/ illustrative communication verbally.									
- Write, draw pictures, and/or dictate stories in journals or other recordkeeping devices on a regular basis.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
B-7e. The program enhances children's physical development.									

For example:

Infants/younger toddlers
Provide open carpeted space for crawling.
Provide low sturdy furniture for child to pull up self or hold on to while walking.
Provide outdoor activities for infants.
Provide objects for infants to reach for and grasp.
Allow mobile infants to move about freely, play with and explore the environment.

Older toddlers/preschoolers
Provide time and space for active play such as jumping, running, balancing, climbing, riding tricycles.
Provide creative movement activity using obstacle course or activity songs and records.
Provide fine-motor activities such as stacking rings, popbeads, pegboards, and puzzles for toddlers; include lacing cards and woodworking for preschoolers.

Primary students
Provide opportunities for physical exercise and for the use of a variety of outdoor equipment.
Encourage participation in group games, individual and team sports.
Provide fine-motor activities such as sewing, weaving, pottery, woodworking.

B-7e. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Movement is the framework through which the physical education of children can be facilitated.									
☐ Movement is not limited to a specific time frame but is integrated daily throughout the program.									
☐ Staff provide activities which support both small- and large-muscle development.									
☐ Staff provide a variety of activities for boys and girls to play together, take turns, and assist others so that all can contribute.									
☐ Staff									
- Provide opportunities where children can improve their physical movement skills through practice.									
- Provide opportunities where children can participate in vigorous, sustained physical activity to develop strength and stamina.									
- Facilitate activities which develop children's ability to jump, run, balance, climb, walk, skip, gallop, and slide, using a variety of outdoor equipment.									
- Facilitate activities which develop children's ability to throw, catch, and kick balls.									
- Teach concepts using the five senses, whenever possible.									

B-7e. Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Children									
- Practice assembling, tracing, cutting, using utensils, sewing, lacing, and buttoning with a variety of objects.									
- Use manipulative materials such as door knobs, pencils, markers, clothespins, and marbles to develop dexterity.									
- Practice crafts such as paper weaving and tearing, modeling, and sewing.									
- Participate in individual and team activities regardless of who wins and who doesn't.									
- Explore and investigate the environment.									
- Participate in movement activities involving balance and weight transference (e.g., balance, climbing, gymnastics).									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7f. Staff encourage and demonstrate sound health, safety, and nutritional practices.									

For example:

All ages
Cook and serve a variety of nutritious foods.
Discuss good nutrition with children and families.
Provide activities to develop safety awareness in the center, school, home, and/or community.
Encourage health practices such as washing hands, brushing teeth, getting regular exercise and enough rest.
Present information about visiting doctor and dentist with children.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7g. Staff encourage creative expression and appreciation for the arts.									

For example:

Infants/younger toddlers
Encourage scribbling with crayons, chalk, and markers.
Use music, records, tapes and CDs.
Sing to baby.
Dance, sway.
Fingerpaint with shaving cream.

B-7g. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
Older toddlers/preschoolers Do creative art activities such as brush painting, drawing, collage, and playdough. Provide time and space for dancing, movement activities, creative dramatics. Do musical activities such as singing, listening to records, tapes, CDs, playing instruments. **Primary students** Provide planned and spontaneous activities in the arts such as mural and easel painting, ceramics, woodworking, weaving. Encourage dancing, creative dramatics, record/tape/CD playing, singing, playing instruments.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-7h. Staff encourage respect for cultural diversity.									
For example: **All ages** Use holiday activities as a part of many other activities about a cultural group. Present holidays as a part of people's daily lives and beliefs, and connect them to individual children and their families. Honor every group (both children and staff) that is represented in the program. Do not assume everyone from an ethnic group celebrates holidays the same way. Demonstrate respect for each family's traditions throughout the curriculum. Plan strategies for working with children whose family's beliefs do not allow for participation in celebrations. Do not assume ethnic background of children/adults based on their appearance.									
☐ Children's experiences, prior knowledge, interest and curiosity are used as a basis for cultural exploration.									
☐ The unique cultural qualities of all people are recognized and reinforced.									
☐ Unbiased children's literature, display items, materials, and activities are carefully selected.									
☐ The immediate culture and neighborhood are used extensively in activities and projects as a reflection of the children's immediate culture.									
☐ Contributions of all cultures are incorporated into activities, projects, and topics of study.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-8. Staff provide time for children to select their own activities and materials throughout the day.									
☐ Infants and toddlers have free choice of materials.									
☐ Several alternative activities are available for preschooler's choice.									
☐ Staff respect the child's choice not to participate in some activities.									
☐ Teachers pick up on activities that children start or interests that children show.									
☐ Primary students help prepare materials, plan and choose their own activities most of the time.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-9. Transitions within the program are planned and utilized as opportunities for learning.									

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B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-9a. Staff conduct smooth and unregimented transitions between activities.									
☐ A signal about impending transitions is provided for all children.									
☐ Children are kept cognitively and/or physically occupied while making transitions, e.g., singing songs, moving to music, fingerplays, role playing, classifying themselves by an observable characteristic (all children wearing purple).									
☐ Children are not always required to move as a group from one activity to another.									
☐ Staff provide materials and time for children to select their own activities during the day.									
☐ Staff acknowledge and support activities that children start or interests that children show.									
☐ Situations where all children must do the same thing at the same time are avoided.									
☐ Direct and specific statements are made to children about what occurs next.									
☐ Children are helped to learn and have fun during transitions.									
☐ To avoid waiting, the new activity is prepared before the transition from the completed activity.									
☐ Primary students help plan and participate in the change of activity.									
☐ Staff perceive transitions as organized, purposeful and motivating times to learn.									

B. Curriculum *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-9b. Staff are flexible enough to change planned or routine activities.									
For example: Staff follow needs or interests of the children. Staff adjust to changes in weather or other unexpected situations in a relaxed way without upsetting children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
B-10. Routine tasks such as diapering, toileting, eating, dressing, and sleeping are handled in a relaxed and individual manner.									
☐ Routine tasks are used as opportunities for pleasant conversation and playful interaction to bring about children's learning.									
☐ Self-help skills are encouraged as children are ready.									
☐ Routines are tailored to children's needs and rhythms as much as possible.									
☐ Staff respectfully provide privacy in matters of personal hygiene and care.									
For example: Respect infants' individual sleeping schedules, provide alternatives for preschoolers who are early risers, respect primary students' increasing interest in personal grooming.									

C. Family/Staff Partnership

C.

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C. Family-Staff Partnership

GOAL: Families are well informed about the program and are welcomed as contributors as well as observers. Families and staff interact on an on-going basis to ensure a strong quality program.

RATIONALE: Young children are integrally connected to their families. Programs can best meet the needs of children when they also recognize the importance of the child's family and develop strategies to work effectively with families. All communication between programs and families should be based on the concept that parents are the principal influence in their children's lives.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-1. The program has a written plan that defines parent participation in the program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-1a. Information about the program is given to new and prospective families.									
☐ Information for parents is provided in lay terms, in the family's native language, and through a variety of communication methods.									
☐ A process is used to inform families about community resources such as parent groups, hot line numbers, opportunities for continuing education, and mental health resources.									
☐ A variety of formats is utilized to inform families about these resources (e.g., handbooks, videos).									

C. Family-Staff Partnership

C-1a. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Written information is provided, in the family's native language, for parents about such topics as health, individualized learning plans (IEP) or Individualized Family Service Plans (IFSP), parent and child rights, resources and transitions.									
☐ Options are presented for services through public providers such as the School District, Head Start, Health Department.									
☐ Information is provided about privately funded services such as Community Child Care, Health Services.									
☐ Families having children with special needs are presented with options for the scheduling of the staffing, such as time, place, and persons to be invited.									

C. Family-Staff Partnership *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-1b. Activities in the home and the early childhood program compliment and reinforce each other.									
☐ Developmentally appropriate techniques are demonstrated for parents to use at home.									
☐ Staff listen to parents and utilize information about positive strategies that work at home.									
☐ There is a formal process for home-school communication (e.g., newsletters, back-and-forth books, home visits, parent meetings).									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-2. A family-centered process is used for orienting children and parents to the program (e.g., pre-enrollment visit, parent orientation meeting, gradual introduction of children to the center).									
☐ A staff person is available as a primary contact for each family.									

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C. Family-Staff Partnership *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-3. Staff and parents communicate about childrearing practices, including cultural influences, to minimize potential conflicts and confusion for children.									
☐ Information provided to parents about child development is consistent within established parameters of childhood growth and development. Individual child differences in attaining those parameters are acknowledged and supported.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-4. The program's policy openly encourages parent involvement.									

C. Family-Staff Partnership *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-4a. Parents are welcome at all times (e.g., to observe, eat lunch with a child, or volunteer in the classroom).									
☐ Parents are valued as observers and participants.									
☐ Welcome signs or other signs indicate that parents are important.									
☐ Parent/community volunteers are solicited and recognized.									
☐ Parent/community volunteer training is provided.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
C-4b. Parents and other family members are encouraged to be involved partners in the program in various ways.									
☐ Each family defines how it will participate (e.g., parent interest questionnaire).									
☐ The program accepts and values the different levels of participation of families.									
☐ There are a variety of opportunities to encourage family participation.									
☐ Staff is receptive to parents as advocates for their child.									
☐ Staff and families work together to develop communication and advocacy skills.									

C. Family-Staff Partnership *Continued*

C-4b. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Staff and family have opportunity to share cultural values.									
☐ Staff recognize and are sensitive to the diversity of changing family structures.									
☐ Community involvement projects are showcased in the program (e.g., voter registration drives, clean-up days, health fairs, food donation drives).									

C-4c. **The program has an active advisory council.**	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ The list of advisory council members is posted in the facility and sent home to each family.									
☐ Parents are members of the advisory council.									
☐ Parents are involved at all levels on the council, including significant decision-making procedures.									
☐ Parent representatives participate in the annual review of budget, program plans, personnel policies.									
☐ Training is provided for all advisory council members.									
☐ Advisory council members are appointed for staggered terms of service.									
☐ Council members are trained to be active participants in the self-evaluation process.									

C. Family-Staff Partnership *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
C-5. The program has developed a system to document and maintain an ongoing communication process such as home visits, telephone calls, written communication.									
☐ A verbal and/or written system is used for sharing day-to-day happenings that affect children.									
☐ Caregivers and parents talk regularly about a child's physical or emotional state.									
☐ Scheduled conferences are held at least twice a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and in the program.									
☐ Parents are informed about the program through regular newsletters, bulletin boards, frequent notes, telephone calls, home visits, advisory council committee meeting notes, and other similar measures. These resources, along with notices of other community events, are available in a designated parent area of the facility.									

D. Staff Qualifications and Development

D.

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D. Staff Qualifications and Development

GOAL: The program is staffed by adults who understand child development and who recognize and provide for children's needs.

RATIONALE: The quality of the staff is the most important determinant of quality in an early childhood program. Research has found that staff training in childhood development and/or early childhood education is related to positive outcomes for children such as increased social interaction with adults, development of pro-social behaviors, and improved language and cognitive development.

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
D-1.	**Staff qualifications need to be consistent for early childhood care and education professionals regardless of setting or funding source (public school, private or public center, family child care home, Head Start).**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
D-1a.	**The program is staffed by individuals who are 18 years of age or older, who have been trained in Early Childhood Education/Child Development, and who demonstrate the appropriate personal characteristics for working with children as exemplified in the criteria for Interactions among Staff and Children (Section A), and for Curriculum (Section B).**									

*IF STAFF MEMBERS ARE BETWEEN 16-18 YEARS OF AGE, THEY MUST RECEIVE A SPECIFIC ORIENTATION, WORK WITH CHILDREN UNDER SUPERVISION OF QUALIFIED STAFF, AND HAVE AN INDIVIDUAL ONGOING TRAINING PLAN.

D. Staff Qualifications and Development
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-1b. Staff who are in charge of a group of children should have at least a Child Care Professional Credential (CCP), Child Development Associate Credential (CDA), or an associate degree in Early Childhood Education/Child Development.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-1c. In cases where staff members do not meet the specified qualifications, a training plan and timeline, both individualized and program-wide, has been developed and is being implemented for those staff members. The training is appropriate to the age group with which the staff member is working.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-1d. Volunteers should be 16 years of age or older, receive orientation, and only work with children under supervision of qualified staff members.									

D. Staff Qualifications and Development
Continued

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-1e.	**Teaching assistants play a significant role in the education of young children.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-1f.	**Teaching assistants and volunteers work with appropriately qualified staff to design and carry out services.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-2.	**An early childhood educator is employed to direct the educational program of children birth through eight. The qualifications of an early childhood educator are a baccalaureate degree in Early Childhood Education/Child Development and at least three years of full-time teaching experience with young children, and/or a graduate degree in ECE/CD. This individual may be the classroom teacher, early childhood coordinator, building principal, or center director.**									

D. Staff Qualifications and Development
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-3. New staff are adequately oriented about the goals and philosophy of the program, emergency health and safety procedures, the reporting of child abuse, special needs of children assigned to the staff member's care, procedures for handling discipline in the program, and planned daily activities of the program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-4. The program assists its staff in keeping up-to-date about current information and in continuing the professional development of its members.									

D. Staff Qualifications and Development
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-4a. The program provides quality training opportunities for staff to improve skills and to move towards the next level of competence in working with children and families. (See lattice in Section L, Appendix II, for a description of the various qualifications, roles, and responsibilities of early childhood professionals.)									
☐ Staff take part in regular ongoing training and professional development.									
☐ Training includes workshops and seminars, visits to other programs, resource materials, in-service sessions, and/or course work.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-4b. Training addresses the following areas of competency:									
☐ Child growth and development,									
☐ Healthy safe environments									
- Medical well-being									
- Nutrition									
- Creating a safe, healthy environment									
- Child protection/ detecting and reporting child abuse,									
☐ Developmentally appropriate practice,									
☐ Guidance and discipline techniques,									

D. Staff Qualifications and Development
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
D-4b. Continued	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Family relationships,									
☐ Cultural and individual diversity,									
☐ Professionalism,									
☐ Observation and assessment,									
☐ Linkages with community services,									
☐ Approaches and strategies for working with adults,									
☐ Fiscal management,									
☐ Personnel management,									
☐ Supervision, and									
☐ Other areas as needed.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
D-5. Accurate and current records are kept of staff qualifications, including transcripts, certificates, or other documentation of continuing in-service education.									

E. Administration

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E. Administration

GOAL: The program is efficiently and effectively administered with attention to the needs and desires of children, parents, and staff.

RATIONALE: The way in which a program is administered affects all the interactions within the program. Effective administration creates an environment that facilitates the provision of good quality care for children. Effective administration includes good communication among all involved persons, positive community relations, fiscal stability and accountability, and attention to the needs and working conditions of staff members.

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-1.	**At least annually, the administrator, staff, and parents identify the strengths and weaknesses of the program and set program goals for the year.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-1a.	**A written procedure which describes the ongoing self-evaulation process of this quality standards document is developed and implemented to assure that specific program goals and activities are completed in a timely manner.**									

E. Administration

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-2. The center has written policies and procedures for operating, including information about hours, fees, illness, holidays, and refunds.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-3. The center has written personnel policies including job descriptions, and information about recruitment, compensation, benefits, resignation and termination, grievance procedures, and rules of a drug-free workplace.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-4. The program has policies and procedures in place to deal with parent concerns.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-5. Benefits for full-time staff include medical insurance coverage, sick leave, annual leave, and Social Security or some other retirement plan.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-6. Records are kept about the program and its related operations such as attendance records of staff and children, health files, confidential personnel files, and minutes of advisory council meetings.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-7. The following policies are in place regarding governance:									
☐ When the program is governed by a board of directors, the program has written policies defining roles and responsibilities of board members and staff.									
☐ Board members and other administrators such as School Principals, CEOs, and Directors are informed about the elements and methods involved in implementing a high quality, developmentally appropriate program.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-8. The following policies are in place regarding fiscal records:									
☐ Fiscal records are kept with evidence of long-range budgeting and sound financial planning.									
☐ Operating budgets are prepared annually, and there is a quarterly reconciliation of expenses to budget.									
☐ When multiple funding sources are used to establish a program, there is written documentation which delineates expenses according to the specific budget of each funding source.									
☐ An annual process is in place to review the budget, and an opportunity for public comment is provided.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9. As a part of the administration of the program, insurance protection is provided.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9a. The following policies are in place regarding insurance.									
☐ Accident protection and liability insurance coverage is maintained for children and adults.									
☐ Vehicle insurance is maintained for any vehicle owned or leased by the facility which is used to transport children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9b. When determining whether transportation is provided for an individual child, the program considers the following:									
☐ Proximity of the program and services to the child's home.									
☐ Means by which other children in the program get to and from the program and services.									
☐ Ability of the family to transport the child, including the benefit of regular and on-going communication between family and staff that occurs when families transport their own children.									
☐ Possibilities for walking, carpooling, or other typical alternatives.									
☐ Special transportation for nonambulatory children.									
☐ The eligibility requirements of special transportation services.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9c. If a child must be transported in a bus or van, the program assures that children are safe by:									
☐ Arranging sufficient adult assistance and supervision for the driver, including aides when necessary.									
☐ Arranging for car seats and seat belts, when necessary, and ensuring that buses have tie-downs for wheelchairs.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9d. All children are transported by licensed drivers in insured vehicles.									
☐ A process is established whereby volunteer drivers demonstrate that they are licensed and that their vehicles are insured.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-9e. The program provides maximum flexibility for parents by permitting parents to determine a consistent place for the child to be picked up and dropped off, including the child's home, a sitter's home, or elsewhere, if the location is within a reasonable distance of where services are being provided.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10. Staff communicate openly with each other, with other members of their same-age team, and with members of teams teaching younger and older children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10a. Staff and administrators communicate frequently.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10b. Staff plan and consult together.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10c. Regular staff meetings are held for staff to consult on program planning, plan for individual children, and discuss working conditions. (These may be meetings of individual teams or full staff.)									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10d. Staff are provided with paid planning and program meeting time.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-10e. The program acknowledges that teaching assistants play a significant role in the education of young children. ☐ Teaching assistants and volunteers carry out services designed and supervised by appropriately certified staff.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-11. Staff are provided with space and time away from the supervision of children during the day. (When staff work directly with children for more than four hours, they are provided breaks of at least 15 minutes in each four-hour period.)									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-12. The following policies are in place regarding confidentiality of information.									
☐ Staff keep information about children, families, and associates confidential.									
☐ Staff refrain from commenting about children or families in the presence of other adults or children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-13. The program has policies and procedures in place which assure that the program runs smoothly when administrative staff are not available. As a result, all staff members know who is responsible in the administrator's absence.									
☐ Each program encourages professional development activities which ensure a smooth transition within the facility, should staff members leave or change roles.									
☐ In order to facilitate new leadership, the administrator is responsible for identifying and developing training for people, both within and outside the program, who may become competent, quality administrators.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-13. Continued									
☐ Each program provides a variety of ways for developing the expertise of staff members:									
- Cross-training,									
- Team-building, and									
- Management training (budget, staff supervision, conflict resolution).									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-14. The program has policies and procedures in place to deal with emergency situations.									
☐ In the event of the administrator's absence, an appropriate person on-site is designated to assume authority and to take action in an emergency.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-15. Staff and parents are knowledgeable about the transition policy and actively participate in its implementation.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-15a. The program has a formal child-centered policy regarding transitions for children entering and leaving the program, including the following elements:									
☐ Timelines for placement and enrollment.									
☐ Release time for staff to participate in transition planning and activities.									
☐ Definition of roles and responsibilities of all those involved in the transitions.									
☐ Respect for a family's individual reaction to change.									
☐ Interagency coordination and cooperation.									
☐ Release of records with parent permission and in a timely manner (health, educational, evaluation, etc.).									
☐ Current and appropriate assessments from other providers and settings if available.									
☐ A written health care plan for children with special health needs.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-15b. To ensure a smooth transition process for the child and family, the planning:									
☐ Begins at least six to nine months prior to placement of the child in a new setting.									
☐ Involves parents and the teaching team from the child's current, future, or past programs.									
☐ Includes a health professional if the child has special health care needs.									
☐ Enables family members to participate as active, equal partners in planning their child's transitions, taking into consideration their desired role and level of participation.									
☐ Includes a written transition plan for a child with disabilities, which is a part of or attached to the child's IFSP/IEP.									
☐ Provides parents with all information about their child that is received by staff, including:									
- their child's strengths, needs, and legal rights;									
- resources and options for which the child may be eligible;									
- possible receiving programs and assistance to families in arranging visits to these programs; and									
- resources available for families.									

E. Administration *Continued*

E-15b. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Allows the parent-professional team the option of selecting individuals from a list of people, in both the sending and receiving programs, who may possibly facilitate the transition process.									
☐ Analyzes the different demands that next learning environments will place on children.									
☐ Provides opportunities for follow-up and future support in case a family has questions after the transition.									

E-15c. **The program encourages the receiving program to:**	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Welcome families for pre-enrollment visits.									
☐ Involve the receiving teacher.									
☐ Orient the child and family to the new setting in a supportive way and in the family's native language.									
☐ Adapt the environment as needed to help the child to learn.									

ALTHOUGH THIS PROCESS IS REQUIRED FOR ALL YOUNG CHILDREN WITH DISABILITIES AND THEIR FAMILIES, IT IS RECOMMENDED THAT IT BE FOLLOWED FOR ALL CHILDREN AND FAMILIES.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-16. The program is knowledgeable about the diverse elements which make up its community.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-16a. When defining a child's community, groups that make up the community have been clearly identified, including all families in the program, peers in school, administrators, teachers, support staff, and other agencies' personnel involved with the child and family.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-16b. Staff and program resources reflect the cultural and ethnic population of the children in the program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-16c. Community and interagency participation has been defined: it is essential to have active involvement in an early childhood program by a broad range of individuals, businesses, and organizations, in ways that are meaningful and relevant to the lives and learning of children and their families.									
☐ The program is responsive to the needs of the community.									
☐ The program has explored the values, special interests, and diversity of the community.									
☐ The program has assisted with building communication and community among diverse groups.									
☐ Ongoing activities are developed to involve men as well as women and people of all ages, incomes, cultures and ethnic origins.									
☐ Ongoing plans are developed that involve the local business community.									
☐ Written agreements or contracts are developed to assure continuation of services (e.g., Head Start/LEA agreements, private provider/LEA agreements) from year to year.									

E. Administration *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
E-16d. The administrator (or other designated person) is familiar with and makes appropriate use of community resources including: social services; mental and physical health agencies; and educational programs such as museums, libraries, and neighborhood centers.									

F. Staffing Patterns

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F. Staffing Patterns

GOAL: The program is sufficiently staffed to meet the needs of and promote the physical, social, emotional, and cognitive development of children.

RATIONALE: An important determinant of the quality of a program is the way in which it is staffed. Well-organized staffing patterns facilitate individualized services. Research strongly suggests that smaller group sizes and larger ratios of staff to children are related to such positive outcomes for children as increased interaction among staff and children, and less aggression and more cooperation among children.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
F-1. The number of children in a group is limited to facilitate staff-child interaction and constructive activity among children. Groups of children may be age-determined or multi-age and include children with a variety of needs.									
☐ For children ages birth - 2 1/2, the staff/child ratio is 1 : 3.									
☐ For children ages 2 1/2 - 4, the staff/child ratio is 1 : 6.									
☐ For children ages 4 - 6, there is a maximum of 15 children in a classroom with a ratio of one teacher and one other adult per class.									
☐ For children ages 6 - 8, the staff/child ratio is 1 : 12.									
☐ For programs serving multi-age groups of children ages 3 - 5, there is a maximum of three children with disabilities in the classroom. However, there may be fewer children with special needs depending upon the severity of the children's needs, the qualifications and experience of the staff, and the support services available.									

F. Staffing Patterns *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-2. Both group size and staff/child ratio are determined on the basis of the number and ages of children enrolled.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-2a. Sufficient staff with responsibility for working directly with children are available to provide frequent personal contact, meaningful learning activities and supervision, and to offer immediate care as needed.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-2b. Substitutes are provided to maintain staff-child ratios when regular staff are absent.									

F. Staffing Patterns *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-3. Young children develop optimally through close, affectionate relationships with other people, particularly adults.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-3a. Each staff member has chief responsibility for and develops a deeper attachment to an identified group of children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-3b. Every attempt is made to have continuity of adults who work directly with children, particularly infants and toddlers.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-3c. Infants and toddlers spend the majority of the time interacting with the same adult each day.									

F. Staffing Patterns *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-4. A majority of the child's day is spent in activities utilizing recommended group size limitations, while minimizing the number of transitions or regroupings children experience.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
F-5. Every effort is made to have at least one adult available in the program to communicate in the family's native language when one child speaks a language different than the rest of the children.									

G. The Role and Function of the Teaching Team

G.

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G. The Role And Function Of The Teaching Team

GOAL: The teaching team facilitates the provision of learning activities for all children. The teaching team values the interactiveness of its members while working together towards a common goal. Activities are both pre-planned and responsive to the spontaneous initiatives of children. The teaching team accepts each child where she/he is; addresses individual needs in interactive, positive ways; and fosters self-esteem and social/emotional growth.

RATIONALE: Children gain knowledge when they are provided opportunities for meaningful interaction with people and materials, for engaging in active experimentation, for making "constructive errors," and for having repeated experiences and "real" problems to solve. Children learn through play and through social interaction with adults and other children. A well functioning team devotes time to its planning and development. Through active involvement as guides and facilitators, the teaching team supports the individual child's development and potential as the child moves from dependence to independence.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-1. A dynamic teaching team includes all individuals who interact with the children on a regular basis. For example this team could include the teacher, teacher assistant, health care provider, and others.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-1a. The family is aware of its importance to the team and actively participates whenever possible.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-1b. Individual team members reflect the diversity of their community.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-2. The team has established an ongoing process to determine how it will function.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-2a. Team members are respected for their individual contributions.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-2b. The team recognizes the importance of personal growth and professional development.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-2c. In multi-age settings, the early childhood teaching teams play an integral role in the success of the broader environment.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-2d. The teaching team has developed a variety of strategies to implement the process.									
☐ The team has regular scheduled planning time.									
☐ The professional development plan includes team building activities.									
☐ The team periodically assesses its ability to function as a team.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-3. The teaching team provides an environment which has a variety of materials.									
☐ The team provides supplies and materials which promote higher levels of thinking in children.									
☐ The team encourages new ways of using early childhood materials.									
☐ The team maintains and replenishes supplies and materials on a daily basis.									
☐ The team makes a wide variety of children's literature available so that all children in the program are motivated to participate in pre-reading and reading activities. Selections represent a wide variety of cultures, interests, and abilities.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-4. The teaching team develops and adheres to a curriculum process in which curriculum is integrated, multiple experiences are available, blocks of time are designated for hands-on exploration, and children question and apply what they learn.									
☐ The team plans an environment in which children may choose self-directed activities.									
☐ The team sets up the learning environment so that children can achieve an outcome in more than one way.									
☐ The team provides developmental activities which relate to the real experience and world of the child.									
☐ The team emphasizes activities which develop the thinking process of the child, not the product which may be a result.									
☐ The team emphasizes conceptual rather than rote learning.									
☐ The team models the continuous thinking about a topic/idea beyond one solution/answer as learning occurs.									
☐ The team provides a variety of learning experiences to encourage experimentation and exploration.									
☐ The team adapts materials for use by all children.									
☐ The team provides ongoing observation, recording, and evaluation of each child's growth and development for the purpose of planning activities to suit individual needs.									

G. The Role And Function Of The Teaching Team
Continued

G-4. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
☐ The team constructs an incremental learning process leading to clearly defined goals.									
☐ The team values the progress of children's performance at each increment.									
☐ The team uses discussion and the opportunity to think aloud to guide children in identifying thinking processes (metacognition) and to investigate children's understanding.									
☐ The team provides children with opportunities to confer with one another and with the teacher to evaluate individual and group learning.									
☐ The team provides appropriate guidance while children are using equipment and materials (playground) to promote children's physical growth.									
☐ The team continually and systematically reviews assessments, modifying and planning for individual instruction.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
G-5. The teaching team provides children with opportunities to learn through social interaction with adults and other children.									
☐ The team invites the social interaction of all children.									
☐ The team creates situations that motivate the initiation of child-to-child interactions.									
☐ The team uses classroom management techniques which are non-threatening, non-humiliating, and always respect the dignity of the child.									
☐ The team provides strategies to assist children in entering social situations.									
☐ The team helps children resolve their own social conflicts and realize how others feel about conflict situations.									
☐ The team promotes child-to-child mutual cooperative learning.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-6. The teaching team communicates openly and effectively with children and their families.									
☐ The team models the use of diversified communication (talking, writing, illustrating, messages).									
☐ The team uses effective modeling, questioning, and elaboration strategies to help children expand their listening and speaking vocabularies.									
☐ The team demonstrates that the written word is the symbolic form of the spoken word.									
☐ The team provides accurate and positive feedback to children.									
☐ The team facilitates meetings with the family and classroom team for discussion and assessment of each child's individual progress.									

G. The Role And Function Of The Teaching Team
Continued

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
G-7. The teaching team utilizes observation and assessment practices which reflect developmental principles, and which are integrated and used to benefit each child.									
☐ The team plans for future activities by observing and evaluating how children interact with present materials and activities.									
☐ The team uses observation of open-ended tasks and questions as part of their assessments.									
☐ The team uses checklists containing positively-stated, well-defined behaviors.									
☐ The team uses photographs and videotapes to record children's actual construction and performance.									
☐ The team provides opportunities for children to assess attitudinal, cognitive, and affective aspects of their experiences.									
☐ The team shares learner goals and indicators with children to help them monitor their own progress and formulate goals with teachers and parents.									
☐ The team regularly saves selected children's writing and art work as part of their portfolios; children are involved in the selection process.									
☐ The team continually updates curriculum as a result of assessment review.									

H. Physical Environment

H.

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H. Physical Environment

GOAL: The indoor and outdoor physical environment fosters optimal growth and development through opportunities for exploration and learning.

RATIONALE: The physical environment affects the behavior and development of the people, both children and adults, who live and work in it. The quality of the physical space and materials provided affects the level of involvement of the children and the quality of interaction between adults and children. The amount, arrangement, and use of space, both indoors and outdoors, are to be evaluated regularly.

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-1.	**The indoor and outdoor environments have appropriate amounts of space.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-1a.	**There is enough usable space indoors so children are not crowded.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-1b.	**There is enough usable space for outdoor play for each age group.**									
	For example: Age groups use different areas or are scheduled at different times.									

H. Physical Environment *Continued*

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-1c.	**When necessary, physical space has been modified to meet the needs of individual children (refer to the Americans With Disabilities Act and Section 504 of the Rehabilitation Act Of 1973).**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-2.	**Space is arranged to accommodate children individually, in small groups, and in a large group.**									
☐	There are clear pathways for children to move from one area to another without disturbing activities.									
☐	Areas are organized for easy supervision by staff.									

H. Physical Environment *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-3. Space is arranged to facilitate a variety of activities for each age group.									
☐ Non-walkers are provided with open space for crawling and protected space for play.									
☐ Toddlers and preschoolers have space arranged for a variety of individual and small group activities including block building, dramatic play, art, music, science, math manipulatives, and quiet book reading.									
☐ Sand and water play and woodworking are available on regular occasions.									
☐ Areas are labeled so that children can easily understand rules for the area (i.e., number of children, type of materials, clean-up procedures, etc.).									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-4. A variety of developmentally and age-appropriate materials and equipment are available for children indoors and outdoors.									
☐ Materials are plentiful and diverse to allow children many choices for extending an activity or elaborating a product.									

H-4. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Materials are durable and in good repair.									
☐ Materials are organized consistently on low, open shelves to encourage independent use by children.									
☐ Extra materials are available to the staff in order to add variety to usual activities.									
☐ Materials are consistent with educational objectives.									
☐ Materials are consistent with the culture and ethnic background of the population served.									
☐ Materials are accessible, attractive and inviting to the children.									
☐ Materials are designed to provide a variety of learning experiences and to encourage experimentation and exploration.									
☐ Multi-purpose, open-ended materials are used so that children are not restricted to a specific use for materials (clay, paint, blocks, wood, natural materials, parquetry, rods).									

H. Physical Environment *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-5. Individual space is provided for each child's belongings.									
☐ There is a place to hang clothing for each child.									
☐ There are places for storing extra clothing and other belongings such as art work to be taken home.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-6. Private areas where children can play or work alone or with a friend are available indoors and outdoors.									
For example: Book corners, lofts, tunnels, or playhouses that are easy for adults to supervise.	"								

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-7. The environment includes soft, comfortable elements.									
For example: Rugs, cushions, rocking chairs, soft furniture, soft toys, and adults who cuddle children in their laps.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-8. Sound-absorbing materials such as ceiling tile and rugs are used to cut down noise.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-9. An outdoor play and learning space is provided or arranged.									

H. Physical Environment *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-9a. A variety of daily activities can occur outdoors throughout the year. The outdoor area has a:									
☐ Natural environment (a balance of shade and sun, with vegetation) which is used for both learning and social activities.									
☐ Variety of surfaces such as hardtop for wheel toys, grass for rolling, sand and soil for digging.									
☐ Variety of age-appropriate equipment for riding, climbing, balancing, individual playing.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
H-9b. The outdoor play area is protected from access to streets and other dangers.									

200

201

I. Health and Safety

I.

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I. Health and Safety

GOAL: The health and safety of children and adults are protected and enhanced.

RATIONALE: The provision of a safe and healthy environment is essential. No amount of good curriculum planning or positive adult-child interaction can compensate for an environment that is dangerous for children. Quality early childhood programs act to prevent illness and accidents, are prepared to deal with emergencies should they occur, and educate children concerning safe and healthy practices.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-1. There is a written commitment to preventive, health-promoting practices in the program, and such practices are shared with or role-modeled for parents and children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-1a. The program presents valid certification that it is in compliance with all legal requirements for protection of the health and safety of children in group settings, such as sanitation, water quality, and fire protection. The program is licensed or accredited by the appropriate local/state agencies.									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-2. Each adult is free of physical and psychological conditions that might adversely affect children's health. Staff receive pre-employment physical examinations, tuberculosis tests, and evaluations for communicable diseases. Hiring practices include careful checking of personal references of all potential new employees. New staff members serve a probationary employment period during which the administrator or other qualified person makes a professional judgment as to their physical and psychological competence for working with children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-3. A current, written record is maintained for each child, including the results of a complete health evaluation by an approved health care resource within six months prior to enrollment, record of immunization, a list of any current medications, emergency contact information, names of people authorized to call for the child, and pertinent health history (such as allergies or chronic conditions, and developmental issues). Children have received the necessary immunizations as recommended for their age group by the American Academy of Pediatrics or the Colorado Department Of Public Health And Environment.									

I. Health and Safety *Continued*

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-4.	**The program has a written policy which limits the attendance of children and staff who are ill. Provision is made for the notification of parents, the comfort of ill children and staff, and the protection of well children.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-5.	**The program has a written policy which requires advanced parent/guardian authorization for any health and developmental evaluation of a child and for the provision of services.**									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-6. Provisions are made for a safe arrival and departure process for all children which allows for parent-staff interaction. A system exists for ensuring that children are released only to authorized people. An accountability procedure is in place and followed when a child fails to arrive at the program. A system exists to ensure the safety of children whose parents have agreed to allow their older primary students to leave the program on their own. The system includes written agreements between parents and the program providers, and consistent sign-out procedures for released children.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-7. If transportation is provided for children by the program, vehicles are equipped with age-appropriate restraint devices. The program presents certification that vehicles used in transporting children are appropriately licensed, inspected, and maintained. When children with disabilities are transported, restraints should be appropriate for the level of disability.									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-8. Children are under adult supervision at all times.									
For example: Infants and toddlers are never left unattended. Preschoolers are supervised by sight and sound. Primary students may not be in sight, but staff know where children are and what they are doing.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-9. Staff are alert to the health status of each child and to any changes in that status. Individual health concerns and accidents are recorded and reported to staff and parents.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-10. Whenever possible, children's medication is administered at home.									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-10a. If it becomes necessary for a child to take any form of medication, these steps are followed. Without these five legal requirements being met, medication may not be administered at the program.									
☐ There is a separate written order from the physician to the program stating the child's name, medication, dosage, and time for it to be administered.									
☐ Medication is properly identified and in its original pharmacy-labeled container.									
☐ Written permission by the parents, giving the program authorization to assist with medication, is on file.									
☐ A medication log indicates when medication was given.									
☐ Medication is stored in a clean, locked cabinet or container.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-10b. Medication can only be legally given by personnel whom a registered nurse has trained and delegated the task of giving medication.									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-11. Written policies and procedures are in place to assist staff in reporting a suspected incident of child abuse and/or neglect.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-11a. Staff know policy and follow procedures for reporting suspected incidents of child abuse and/or neglect.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-11b. Staff and parent training about the need to prevent child abuse and neglect is provided regularly. The need for early recognition of child abuse and neglect is emphasized.									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-11c.	**Suspected incidents of child abuse and/or neglect by parents, staff, or other persons are reported to appropriate local agencies in a timely manner.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-12.	**At least one staff member per classroom is always present who has certification, from a licensed health professional or certified program, in emergency pediatric first-aid treatment, cardiopulmonary resuscitation techniques (CPR) for infants and children, and emergency management of choking.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-13.	**The program effectively deals with emergencies.**									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-13a. Adequate first-aid supplies are readily available.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-13b. A plan exists for dealing with medical emergencies.									
☐ Emergency procedures are in written form.									
☐ Telephone numbers of police, fire protection, and poison control offices are posted by telephone.									
☐ All staff have current certification for CPR and first aid.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-14. Children are dressed appropriately for active play indoors and outdoors.									
☐ Extra clothing is kept on hand.									
☐ Protective clothing such as smocks and mittens is kept on hand.									

I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15. Staff and children are responsible for keeping the facility (classrooms) reasonably clean and safe.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15a. All toys and materials are cleaned and picked up after use.									
☐ Toys and materials used by infants and toddlers are washed and disinfected each day.									
☐ Toys and materials used by children ages 3 - 8 are washed and disinfected periodically as needed.									
☐ The facility has adequate storage for toys and materials									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15b. All surfaces within the facility or classroom used by children need to be maintained daily.									
☐ Tables are washed and disinfected.									
☐ Floors are swept after meals and special projects.									

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	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15b. Continued									
☐ Surfaces touched by children are cleaned and disinfected at least daily (e.g., door knobs, countertops, sinks).									
☐ Individual bedding is washed once a week and used by only one child between washings. Individual cribs, cots, bedding, or mats are washed more frequently if soiled.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15c. Toileting and diapering areas are sanitary.									
☐ The cover of the changing table is disinfected or disposed of after each use.									
☐ Soiled diapers are disposed of or held for laundry in closed containers out of reach of children.									
☐ A sink with running hot and cold water is very close to diapering and toileting areas.									
☐ The toilet area is sanitized daily or as needed during the day.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-15d. Toilets, drinking water, and handwashing facilities are easily accessible to children and staff.									
☐ Facilities and fixtures (sinks and toilets) are either child-sized or made accessible by non-slip stools.									
☐ Soap and disposable towels are provided at all sinks.									
☐ Staff wash their hands with soap and water before feeding, preparing or serving food.									
☐ Children wash hands with soap and water before eating snacks or meals.									
☐ Children wash hands with soap and water after toileting.									
☐ Staff wash their hands with soap and water after diapering or assisting children with toileting or nose wiping.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-16. The building, playground, and all equipment are maintained in safe, clean condition and in good repair.									

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I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-16a. The building is a maintained, clean, safe, and comfortable place.									
☐ Areas used by children are well-lighted and ventilated and kept at a comfortable temperature.									
☐ Floor coverings are attached to the floor or backed with nonslip materials.									
☐ Electrical outlets are covered with protective caps or safety outlets are used. (NA for rooms used by primary students only.)									
☐ Safe use of electrical outlets and guidelines are reviewed with staff and children.									
☐ All chemicals and potentially dangerous products such as medicines or cleaning supplies are stored in original, labeled containers in locked cabinets inaccessible to children.									
☐ All large pieces of furniture and storage shelves are securely anchored.									
☐ Adequate storage for tools and building materials is available.									
☐ A system is in place to repair problems and to discard broken equipment and materials.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-16b. The playground and equipment are maintained in safe, clean condition and in good repair.									
☐ Cushioning materials such as mats, wood chips, or sand are used under climbing equipment, slides, and swings.									
☐ Climbing equipment, swings, and other large equipment are securely anchored.									
☐ There are no sharp edges, splinters, protruding or rusty nails, or missing parts.									
☐ A system is in place to repair or discard broken materials and equipment.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-17. Staff and children are familiar with the procedures to follow in emergency situations such as fires and severe storms.									

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I. Health and Safety *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-17a. Staff are familiar with fire emergency procedures such as operation of fire extinguishers and location of evacuation routes.									
☐ Staff know the primary and secondary evacuation routes and practice these procedures monthly with children.									
☐ Smoke detectors and alarms are installed according to current codes.									
☐ Fire safety rules and guidelines are reviewed with children and staff.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
I-17b. Staff are familiar with appropriate procedures for severe storms (where necessary).									
☐ Staff know community storm signals where appropriate.									
☐ Staff are familiar with primary and secondary evacuation routes and practice evacuation procedures monthly with children.									
☐ Storm safety rules and guidelines are reviewed with children and staff.									

J. Nutrition and Food Service

J.

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J. Nutrition and Food Service

GOAL: The nutritional needs of children and adults are met in a manner that promotes physical, social, emotional, and cognitive development.

RATIONALE: Children must be provided with adequate nutrition and also must be educated concerning good eating habits.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-1. Meals and/or snacks are planned in proportion to the amount of time the child is in the program each day. They meet the child's nutritional requirements, as recommended by the Child Care and Adult Food Program of the United States Department of Agriculture. The amount and type of food served are adjusted according to the age of the children, since infants and toddlers require smaller amounts of food served more frequently, and primary students require much more food than preschoolers.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-1a. Menus for snacks and meals and meal service are adjusted to meet the needs of infants, toddlers, and preschoolers in programs that use the lunch/breakfast program operated by the local school district.									

J. Nutrition and Food Service *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-2. Menu information is provided to parents. Feeding times and food consumption information are provided to parents of infants and toddlers at the end of each day.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-2a. Meal and snack menus and times are posted for families.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-3. Food and mealtime are pleasant social and learning experiences for children.									
☐ Infants are held and talked to while bottle fed.									
☐ At least one adult sits with children during meals to provide a good role model and encourage conversation.									
☐ Toddlers and preschoolers are encouraged to serve and feed themselves.									

J. Nutrition and Food Service *Continued*

J-3. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Children are allowed second helpings upon request.									
☐ Toddlers and preschoolers are served family style.									
☐ Table manners and appropriate eating habits are reinforced.									
☐ Chairs, tables, and eating utensils are suitable for the size and developmental levels of the children.									
☐ A variety of foods is served which broaden children's food experiences but consider cultural and ethnic preferences.									
☐ Sufficient time is allowed for children to eat.									
☐ All foods are served at the same time.									

J-4. **Food is not used as a punishment or reward, and children are encouraged, but not forced, to eat or taste a variety of foods.**	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	

J. Nutrition and Food Service *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-5. If the program does not provide food, parents are educated regarding well-balanced meals and/or food which may be brought from home. Food brought from home is stored appropriately until served.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
J-6. Where food is prepared on the premises, the program verifies it is in compliance with legal requirements for nutrition and food service. Food may be prepared at an approved facility and transported to the program in appropriate sanitary containers and at appropriate temperatures.									

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K. Evaluation

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K. Evaluation

GOAL: Systematic assessment of the effectiveness of the program in meeting its goals for children, parents, and staff is conducted to ensure that quality care and education are provided and maintained.

RATIONALE: Ongoing and systematic evaluation is essential to improving and maintaining the quality of an early childhood education program. Evaluation efforts are based on program goals and assessment of needs, and identify both strengths and weaknesses of program components.

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
K-1. Program evaluation is a method of gathering information that can be used to strengthen programs to better meet the needs of children and families. Program evaluation should include all areas of the program, including family and community participation, development of the individualized learning plan, the physical facility, the learning environment, individualization of the curriculum, developmentally appropriate curriculum, administration, planning for transitions, and program evaluation.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improve-ment	Satisfac-tory	Strength	Goal For The Year	Emerg-ing	In Place	Tech Assist	Resource	
K-1a. The program has and implements a written procedure which describes the ongoing self-evaluation process of this quality standards document, and which assures that specific program goals and activities are completed in a timely manner.									

K. Evaluation

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1b. All staff have received training on the evaluation process used within each program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1c. All staff are evaluated on performance at least annually by the administrator or other appropriate supervisor.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1d. Results of staff evaluations are written and confidential. They are discussed privately with the staff member.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1e. Staff evaluations include classroom observation.									

K. Evaluation *Continued*

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1f.	**Staff are told what they will be evaluated on in advance.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1g.	**Staff have an opportunity to evaluate their own performance.**									

		EVALUATION			STATUS			NEED		NOTES/COMMENTS
		Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-1h.	**Staff training is based on the results of the evaluation.**									

K. Evaluation *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-2. At least once a year, staff, other professionals, and parents are involved in evaluating the program's effectiveness in meeting the needs of children and parents.									
The program has:									
☐ Developed a mission statement that clearly articulates its philosophy.									
☐ Developed a strategic plan in partnership with parents, program staff, and key members of other agencies.									
The program evaluates:									
☐ Staff effectiveness through									
- self-evaluation,									
- peer/supervisor evaluation,									
- parent satisfaction, and									
- staff satisfaction.									
☐ Family-school partnership and parent satisfaction through									
- accounts of parent participation,									
- reports of services needed and acquired by families, and									
- assessment of parent satisfaction.									
☐ Respect for cultural diversity through									
- reviews of materials and toys,									
- sampling classroom activities, and									
- parent satisfaction questionnaires.									

K-2. Continued	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
☐ Community participation through									
- meeting attendance or membership rolls, and									
- a report of the activities and accomplishments of the advisory council.									
☐ Child outcomes and family expectations and satisfaction through									
- parent satisfaction questionnaires,									
- parents' confirmation that they feel welcomed in the program,									
- evaluation of whether the goals of individualized learning plans were met,									
- visits with parents in home and community settings, and									
- exit interviews with families when a child leaves the program.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-3. Individual descriptions of children's development are written and compiled as a basis for planning appropriate learning activities, as a means of facilitating optimal development of each child, and as records for use in communications with parents.									
For example: Means of assessing the program's effectiveness in meeting the child's individual needs could include: - observation. - case studies. - video analysis. - portfolio evaluation. - parent information.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-4. The program evaluation process:									
- communicates the results of its evaluation to all those involved with the program.									
- identifies areas where technical assistance or other resources could help strengthen the program.									

K. Evaluation *Continued*

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-5. The early childhood program uses evaluation results to:									
- modify the strategic plan to better meet the needs of children and families.									
- develop a five-year plan for quality programming.									

	EVALUATION			STATUS			NEED		NOTES/COMMENTS
	Needs Improvement	Satisfactory	Strength	Goal For The Year	Emerging	In Place	Tech Assist	Resource	
K-6. The program has developed a process to document reasons that parents are not participating in the program, including such issues as:									
- parent choice.									
- lack of a telephone.									
- lack of adequate notice about opportunities for involvement.									
- need for extended day or wrap-around child care services.									
- lack of transportation.									

L. Appendices

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Appendix I

COLORADO'S COMPREHENSIVE TRAINING PLAN FOR EARLY CHILDHOOD CARE AND EDUCATION

This training plan is based on a vision of comprehensive, accessible, quality services and supports for all young children and families. This vision relies on an assumption of the interrelatedness and commonalities of all good early childhood practices.

Basic assumptions:

1. All programs are licensed by the Department of Human Services.
2. The training needs assessment is based on CDE's Quality Standards for Early Childhood Care and Education Services.
3. All services will be developmentally appropriate.
4. Families will be full partners in the development of services.

This plan is designed to address the ongoing learning and information sharing needs of all families, early childhood care and education providers, and communities. It is important to utilize all our resources, human and financial, by working together and learning from each other through a collaborative training effort.

Components of the training plan include:

- interagency partnership
- blended funding
- collaborative community system/learning cluster, based on a community needs assessment
- development of a community application and training plan
- family - provider partnership
- equal access for all families and providers
- coordination with existing training systems
- statewide training events
- master training calendar
- resource menu
- individual technical assistance.

For more information regarding Colorado's Comprehensive Training Plan For Early Childhood Care And Education, please contact Sandra Petersen at (303) 866-6942.

Appendix II

PROFESSIONAL STANDARDS DEVELOPMENT

Colorado's system of early care and education is described by many as a "non-system". . . programs are delivered in a wide variety of settings. These programs are delivered by public schools, Head Start, private for-profit and nonprofit providers in child care centers, family child care homes, community centers and other facilities.

While this "non-system" has certain advantages (e.g., parental choice and a variety of service delivery models), it lacks most of the desirable components of a managed system. It has sporadic training and no formal career ladder for staff. It has no integrated strategic planning and development process and consequently cannot keep pace with changes in the field.

In November 1990, Governor Roy Romer, through First Impressions, convened a meeting with early childhood care and education professionals to discuss training standards. Included were representatives from Head Start, the Colorado Department of Education, the Colorado Department of Human Services, community colleges, four-year colleges and universities and early childhood professional associations.

A Professional Standards Conference was held in April 1991. Working groups recommended that Governor Romer establish a task force comprised of policymakers, legislators, business leaders and professionals to begin planning a career development system in early childhood care and education and to review what is happening in other states and on a national level. Governor Romer appointed members to the Early Childhood Professional Standards Task Force in December 1991.

The task force has developed recommendations and action steps to create a career development system for early childhood educators. This model addresses core knowledge, seamless articulation, standardization of training, bridging of non-credit and credited training and incentives.

Governor Romer established the task force as an advisory committee working under the First Impressions Advisory Council. The Governor has charged the Professional Standards Committee to work on implementation of its recommendations with his cabinet members from the Departments of Education, Human Services, Public Health and Environment, and Higher Education.

Present Efforts and Accomplishments

Core Knowledge

The Professional Standards Committee has identified eight areas of core knowledge. They are consistent with the National Association for the Education of Young Children (NAEYC) Professional Development Institute's model. The eight areas are:

1. Child Growth and Development
2. Healthy Safe Environment
   - Medical well-being
   - Nutrition
   - Creating a safe, healthy environment
   - Child protection
3. Developmentally Appropriate Practices
4. Guidance
5. Family Relationships
6. Cultural and Individual Diversity
7. Professionalism
8. Observation and Recording.

Articulation of Training

In July 1993 a collaborative effort of the Governor's office, the Colorado Department of Education, the Colorado Department of Human Services, the Colorado Community College and Occupational Education System and the North Central Early Childhood Tech/Prep Consortium began the development of a statewide seamless articulation system.

It is the intent of this project to build on and extend statewide the existing efforts to develop a seamless, skills enhanced, academically integrated educational program progressing from the 11th grade through associate degree and eventually to the baccalaureate and graduate level.

One outcome of this project is the establishment of competency based indicators of the different levels of core knowledge for each of the eight areas. These indicators form the basis of the articulation model.

Approval of Non-Credit Training

A training clearinghouse work group has been meeting regularly to develop guidelines for the approval of non-credit training that supports the career development model, recognizes the importance of core knowledge and meets staffing requirements. The approval process will address content, materials and trainer qualifications. The competency based indicators (mentioned above) will be used in the approval process. Criteria for non-credit training approval will be developed by December 31, 1994.

Coordination of Training

The State Efforts in Early Childhood Management Team, comprised of managers from Colorado's health, education and human services system has developed a coordinated early childhood training plan and has responsibility for the use of training funds. *(see Appendix I.)*

Optional Professional Credentialing

The Professional Standards Committee is pulling together leadership from all the early childhood professional organizations to explore the development of an optional professional credentialing system for early childhood and school-age child care personnel. It was felt that Colorado needs a credentialing system that recognizes different levels of professionalism within our field. The committee felt that the credentialing system should be optional and that it be managed outside of state government. It was suggested that a consortium of professional organizations might develop and oversee the credentialing system. The first meeting of this credentialing work group will be in the fall, 1994.

DRAFT

EARLY CHILDHOOD CAREER LATTICE (July 20, 1994)

ASSISTANT — **Level 1 Training**

entry level
center assistant
classroom assistant
assistant in large family child care home
paraprofessional in a school

BASIC CAREGIVER — **Level 2 Training**

licensed family child care
nanny
legally exempt from licensing
school-age caregiver

EDUCATOR I — **Level 3 Training**

"group leader"
accredited family child care
Colorado Preschool Program teacher

EDUCATOR II — **CDA or Level 3 Training plus specialized training in area of employment**

Head Start lead teacher
infant toddler educator
school-age child care educator
trainer/mentor in family child care homes
child care professional credential (NCCA)

EDUCATOR III — **Associate Degree in early childhood**

center director
early childhood administrator
school-age child care program supervisor

EDUCATOR IV — **Baccalaureate Degree with early childhood teacher certification pedagogy or Baccalaureate Degree in early childhood**

certified/licensed early childhood teacher (automatically become credentialed Educator IV)
trainer/mentor in public schools, Head Start programs, child care centers

EDUCATOR V — **Masters Degree**

early childhood specialist
early childhood special educator
school administrator
school district early childhood coordinator or supervisor

EDUCATOR VI — **Ph.D. or Ed.D.**

CONSULTANTS	**Level 3 Training and licensed *or* Level 3 training and Baccalaureate Degree in area of consulting *or* Masters Degree with certification/ licensure (birth through 21 years of age)**
	speech and language specialist occupational therapist physical therapist social worker nurse
SPECIALIZED SUPPORT	**Level 3 Training plus relevant training**
	parent educator family coordinator health coordinator resource and referral parent counselor Head Start component coordinator home visitors

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Appendix III

RESOURCES

A Curriculum for All Young Children: The EC-SPEED Curriculum Guide
The Ohio Early Childhood Curriculum Guide - Birth Through Age Eight
Ohio Department of Education
Division of Early Childhood Education
65 S. Front Street
Columbus, OH 43266-0308
614-466-0224

A Notebook For Teachers: Making Changes in the Elementary Curriculum
Yardsticks: Children in the Classroom Ages 4-12
Northeast Foundation for Children, Inc.
71 Montague City Road
Greenfield, MA 01301
413-772-2066

Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs
Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8
Reaching Potentials: Appropriate Curriculum and Assessment for Young Children, Volume 1
National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036-1426
800-424-2460
and
Colorado Association for the Education of Young Children (CAEYC)
P. O. Box 4237
Highlands Ranch, CO 80126
303-791-2772

Early Childhood Standards of Quality for Prekindergarten Through Second Grade
Michigan State Board of Education
Early Childhood Education, Parenting, and Comprehensive School Health Unit
P. O. Box 30008
Lansing, Michigan 48909
517-373-8483

Guiding Principles and Best Practices: What to Look For in A Developmentally Appropriate Classroom
Oregon Department of Education
Public Service Building
255 Capitol Street, NE
Salem, Oregon 97310-0203
503-378-5585

Head Start Program Performance Standards (45-CFR 1304)
Administration for Children and Families
Department of Health and Human Services
1961 Stout Street, Room 1194
Denver, CO 80924
303-844-3106

Working for Student Success: A Self-study Document for Kindergarten through Third Grade **(Cherry Creek School District)**
Early Childhood Initiatives
The Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
303-866-6674

The Primary Program: Growing and Learning in the Heartland
Office of Child Development
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987
402-471-3184

Standards and Criteria for AMS School Consultation and Accreditation
American Montessori Society
150 Fifth Avenue
New York, NY 10011
212-924-3209

Young Children in Action
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48197
313-485-2000

Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203

- **Chapter 1/Title 1**
  - Joseph Baker 303-866-6930
  - David Chandler 303-866-6772
  - Iris Hogue 303-866-6770
  - Paul Johnson 303-866-6860
  - Virginia Plunkett 303-866-6769
- **Child Care And Development Block Grant**
  - Frank Fielden 303-866-6674
  - Sharon Triolo-Moloney 303-866-6781
- **Child Care Inclusion Training/Project SOAR**
  - Jo Koehn 303-866-6706
  - Sandy Petersen 303-866-6942
- **Child Care Licensing**
  - Dana Andrews 303-866-5946
- **Colorado Preschool Program**
  - Jane Amundson 303-866-6712
  - Frank Fielden 303-866-6674
  - Sharon Triolo-Moloney 303-866-6781
- **Early Childhood Training/Learning Clusters**
  - Sandy Petersen 303-866-6942
- **Even Start**
  - David Chandler 303-866-6772
- **Head Start/State Collaboration**
  - Jane Amundson 303-866-6712
- **Migrant Education**
  - Chris Vidal 303-866-6756
- **Preschool Special Education**
  - Jane Amundson 303-866-6712
- **Primary Grades**
  - Frank Fielden 303-866-6674
  - Paul Johnson 303-866-6860

Appendix IV

DEFINITIONS

Child-initiated Activities: Experiences where children have choices of activities at learning centers and where they get answers to their questions and construct knowledge by exploring, experimenting, manipulating, and problem solving without being directed by an adult to find one correct answer.

Collaboration: Involves people from different agencies joining together to work toward a common goal. The result is a highly shared endeavor with members eventually committing themselves as much to the common goal as to the interests of participating agencies. Agency autonomy is therefore limited, and the effort involves high contact (including high conflict) and is usually quite conspicuous to the outside world. An example would be the decision to build and jointly operate a community center that houses school, recreational, and social service components.

Community Collaboration: Active participation by the larger community is critical to the maximum success of the early childhood program. An organized group of persons, usually an advisory council, which is representative of the home, school, and community should be formed. This council serves as a communication link and provides direction in planning, developing, implementing, and reviewing the early childhood education program. In addition, representatives of the community will be invited to participate in the early childhood program.

Developmentally Appropriate: Refers to offering content, materials, and methodologies, in a language that the child understands, that are commensurate with the child's level of development and for which the child is ready. This means concrete hands-on experiences in preparation for moving to symbolic levels (letters, numbers, pictures).

Early Childhood Care and Education: Provision of purposeful experiences, public or private, aimed at guiding the physical, emotional, intellectual, and social development of young children, birth through eight years of age or through third grade.

Family: People related to each other in many ways: by blood, marriage, adoption, or legal guardianship. Family members include: biological parents (custodial and noncustodial); adoptive parents; foster parents; step-parents; grandparents and other relatives of significance to the child; all siblings (half, step, full). In addition, any individual who has extensive contact with the child and/or is a significant person in the child's life could be included.

Family Partnerships: Family members should be respected as equal partners in all phases of the early childhood program. Families are integrated into the early childhood program through opportunities to plan and participate in all states of program development and implementation. Supportive opportunities should be provided for family members to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources.

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Inclusion: Children with a wide range of abilities -- and sometimes disabilities -- learn from each other in early childhood settings. Where inclusion exists, all children are viewed as equal members of the learning community though some children may need additional supports for their participation.

Learning Centers: Areas in the classroom designated for interaction areas (drama, construction, tactile and art media) or curriculum areas (manipulatives for math and fine motor development, materials for language development and science exploration).

Part H: Refers to services for infants and toddlers with disabilities and their families.

Primary: Programs for children 5-8 years of age in Kindergarten, First, Second, and Third grades.

Staff: All persons who interact directly with children.

Standards: The CDE *Quality Standards for Early Childhood Care and Education Services* were developed collaboratively with input from practitioners and policy makers throughout Colorado. They were designed to help ensure that early childhood programs will provide quality services to help children reach their developmental potential. It is the intent of the authors to provide these standards as a resource and self-assessment guide for practitioners. We hope that the user-friendly format promotes their use to assess, evaluate, and improve existing early childhood programs. The CDE *Quality Standards for Early Childhood Care and Education Services* should not be confused with content standards as required by Colorado HB 93-1313 or with content or performance standards required by federal initiatives.